

Correlation to the **Indiana Common Core State Standards for English Language Arts, Grade K**

**Literacy by Design
Grade K**



**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

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Grade K**

correlated to the

**Indiana
Common Core State Standards English Language Arts
Grade K**

Standard	Descriptor	Citations
Reading: Literature		
	Key Ideas and Details	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<p><u>Whole Class Charts</u> Volume 1: 16, 17, 36, 37 Volume 2: 96, 97, 116, 117</p> <p><u>Comprehensive Teacher's Guide</u> 25, 32, 46–47, 94, 98, 107, 110, 112, 160, 164, 230, 296, 362, 371, 425, 428, 494</p> <p><u>Small Group Reading Teacher's Guide</u> 3, 4, 7, 8, 9, 12, 14, 19, 23, 24, 29, 44, 45, 47, 49, 50, 52, 54, 55, 58, 59, 60, 64, 65, 69, 70, 74, 75, 79, 80, 98, 102, 112, 122, 124, 128, 129, 134, 140, 145, 147, 149, 152, 154, 157, 160, 167, 172, 177, 182, 192, 197, 205, 207, 210, 212, 214, 219, 222, 225, 227, 229, 232, 235, 239</p>

Standard	Descriptor	Citations
RL.K.2	With prompting and support, retell familiar stories, including key details.	<p><u>Whole Class Charts</u> Volume 2: 146, 147</p> <p><u>Comprehensive Teacher's Guide</u> 83, 94–95, 179, 227, 311, 509</p> <p><u>Small Group Reading Teacher's Guide</u> 18, 45, 103, 118, 125, 134, 135, 173, 204</p>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<p><u>Comprehensive Teacher's Guide</u> 83, 86, 90, 108, 109, 148, 215, 218, 222, 224–225, 241, 280–281, 346–347, 476–477, 480–481, 482, 486–487, 488–489</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 5, 9, 10, 14, 15, 19, 24, 29, 44, 45, 49, 50, 55, 60, 65, 70, 75, 79, 125, 130, 134, 135, 139, 140, 145, 155, 204, 209, 210, 215, 220, 225, 230, 235, 239, 240</p>
	Craft and Structure	
RL.K.4	Ask and answer questions about unknown words in a text.	<p><u>Whole Class Charts</u> Volume 1: 38</p> <p><u>Comprehensive Teacher's Guide</u> 86, 111, 150–151, 162, 177, 243, 255</p>
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<p><u>Comprehensive Teacher's Guide</u> 17, 20, 24, 82–83, 148–149, 214–215, 322, 346–347, 412–413, 478–479</p> <p><u>Small Group Reading Teacher's Guide</u> 69, 109, 129, 134</p>

Standard	Descriptor	Citations
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<u>Comprehensive Teacher's Guide</u> 158, 356–357, 371, 422–423 <u>Small Group Reading Teacher's Guide</u> 154, 155, 204, 219
Integration of Knowledge and Ideas		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<u>Comprehensive Teacher's Guide</u> 172–173, 280–281, 311, 425, 440, 442–443, 509 <u>Small Group Reading Teacher's Guide</u> 2, 7, 12, 22, 27, 29, 37, 43, 57, 62, 80, 125, 210, 235, 238
RL.K.8	(Not applicable to literature)	N/A
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<u>Comprehensive Teacher's Guide</u> 322, 346 <u>Small Group Reading Teacher's Guide</u> 3, 9, 68, 73, 203, 218

Standard	Descriptor	Citations
	Range of Reading and Level of Text Complexity	
RL.K.10	Actively engage in group reading activities with purpose and understanding.	<p><u>Big Books</u> <i>Is This My Classroom?:</i> 1–16 <i>The Monster Pet:</i> 1–24 <i>Building Buddy:</i> 1–16 <i>Lazy, Lonely Roley:</i> 1–16 <i>Kakadu Jack:</i> 1–16 <i>The Four Boxes:</i> 1–16 <i>My House Is Your House:</i> 1–16 <i>Just the Right Size:</i> 1–16</p> <p><u>Whole Class Charts</u> Volume 1: 5, 8, 15, 18, 20, 25, 28, 30, 35, 45, 48, 56, 58, 60, 65, 68, 70, 72, 75, 78 Volume 2: 85, 92, 95, 98, 100, 102, 105, 108, 112, 115, 118, 120, 125, 128, 132, 135, 138, 140, 142, 145, 148, 150, 152, 155</p> <p><u>Comprehensive Teacher’s Guide</u> 28, 30, 96, 162, 228, 294, 360, 426, 492</p> <p><u>Small Group Reading Teacher’s Guide</u> 4, 9, 14, 19, 24, 29, 44, 49, 54, 59, 64, 69, 74, 79, 124, 129, 134, 139, 144, 149, 154, 159, 204, 209, 214, 219, 224, 229, 234, 239</p>

Standard	Descriptor	Citations
Reading: Informational Text		
	Key Ideas and Details	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<p><u>Whole Class Charts</u> Volume 1: 66, 67</p> <p><u>Comprehensive Teacher's Guide</u> 50–51, 64, 116–117, 128, 130, 196, 262, 328, 376–377, 380–381, 392–393, 394, 460, 524</p> <p><u>Small Group Reading Teacher's Guide</u> 34, 39, 84, 85, 89, 90, 94, 95, 99, 100, 104, 105, 109, 110, 114, 115, 119, 120, 164, 170, 174, 179, 185, 189, 195, 199, 244, 245, 249, 254, 258, 259, 264, 269, 275, 279</p>
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<p><u>Comprehensive Teacher's Guide</u> 50–51, 62, 64, 312–313, 314–315, 326, 328–329, 379, 445, 511, 513</p> <p><u>Small Group Reading Teacher's Guide</u> 83, 185, 243, 253</p>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><u>Whole Class Charts</u> Volume 1: 66, 67</p> <p><u>Comprehensive Teacher's Guide</u> 12, 14–15, 28–29, 60–61, 76, 77, 208–209, 213, 511–512, 514–515, 518–519</p> <p><u>Small Group Reading Teacher's Guide</u> 3, 38, 78, 88, 95, 108, 138</p>

Standard	Descriptor	Citations
	Craft and Structure	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<u>Comprehensive Teacher's Guide</u> 144, 146–147, 192, 273, 274, 275, 408, 410–411, 414–415, 456
RI.K.5	Identify the front cover, back cover, and title page of a book.	<u>Comprehensive Teacher's Guide</u> 158, 190–191, 356, 422–423 <u>Small Group Reading Teacher's Guide</u> 24, 34–35, 89, 90, 104, 174, 184
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<u>Comprehensive Teacher's Guide</u> 158, 371 <u>Small Group Reading Teacher's Guide</u> 34, 35, 104, 174
	Integration of Knowledge and Ideas	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<u>Comprehensive Teacher's Guide</u> 59, 118, 273, 376–377, 380–381, 392, 446–447, 454–455, 510–511, 514–515, 518–519, 520–521 <u>Small Group Reading Teacher's Guide</u> 33, 39, 95, 115, 175, 190, 254, 269, 274
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	<u>Comprehensive Teacher's Guide</u> 378–379, 444–445 <u>Small Group Reading Teacher's Guide</u> 83, 119, 243, 253, 279

Standard	Descriptor	Citations
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<u>Small Group Reading Teacher's Guide</u> 164, 165, 175, 248, 263
	Range of Reading and Level of Text Complexity	
RI.K.10	Actively engage in group reading activities with purpose and understanding.	<u>Big Books</u> <i>School Rules</i> : 1–16 <i>A Picture Dictionary of Mammals</i> : 1–16 <i>Families, One and All</i> : 1–16 <i>Sink of Float</i> : 1–16 <i>Helping Hands</i> : 1–16 <i>My Favorite Star</i> : 1–16 <i>Our Country, Our Flag</i> : 1–16 <i>See What It Will Be</i> : 1–16 <u>Whole Class Charts</u> Volume 1 : 36, 40, 62 Volume 2 : 82, 88, 122, 158 <u>Comprehensive Teacher's Guide</u> 62, 128, 194, 260, 326, 392, 458, 524 <u>Small Group Reading Teacher's Guide</u> 34, 39, 84, 89, 94, 99, 104, 109, 114, 119, 164, 169, 174, 179, 184, 189, 194, 199, 244, 249, 254, 259, 264, 269, 274, 279

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
	Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	<p><u>Comprehensive Teacher's Guide</u> 26, 290–291, 437</p> <p><u>Small Group Reading Teacher's Guide</u> 19, 60, 74, 179, 189</p>
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	<p><u>Comprehensive Teacher's Guide</u> 20, 27, 52, 448, 452</p> <p><u>Small Group Reading Teacher's Guide</u> 94, 95, 169, 194, 234</p>
RF.K.1c	Understand that words are separated by spaces in print.	<p><u>Comprehensive Teacher's Guide</u> 52, 56, 184, 188, 315, 327, 471</p> <p><u>Small Group Reading Teacher's Guide</u> 84, 199, 200, 224</p>
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	<p><u>Comprehensive Teacher's Guide</u> 14, 26, 50, 62, 84, 96, 116, 126, 150, 162, 182, 194, 218, 228, 248, 260, 282, 294, 314, 326, 348, 360, 380, 392, 414, 426, 446, 458, 480, 492, 512, 524</p> <p><u>Small Group Reading Teacher's Guide</u> 99, 114, 147, 149, 150, 169, 170</p>

Standard	Descriptor	Citations
	Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2a	Recognize and produce rhyming words.	<p><u>Comprehensive Teacher's Guide</u> 40, 46, 48, 52, 90, 92, 94, 152, 206, 212, 214, 272, 278, 280, 284, 320, 322, 324, 350, 362, 452, 454, 456, 460</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 5, 19, 20, 90, 144</p>
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	<p><u>Comprehensive Teacher's Guide</u> 24, 26, 28, 188, 190, 192</p> <p><u>Small Group Reading Teacher's Guide</u> 14, 15, 29, 30</p>
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	<p><u>Comprehensive Teacher's Guide</u> 436, 442, 444, 448</p> <p><u>Small Group Reading Teacher's Guide</u> 122, 123, 126, 127, 131, 132, 136, 137, 142, 147, 152, 157, 166, 167, 172, 176, 182, 186, 187, 191, 192, 197, 201, 202, 206, 207, 212, 221, 222, 226, 227, 232, 237, 242, 247, 252, 257, 262, 267, 268, 271, 272, 277</p>

Standard	Descriptor	Citations
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)	<p><u>Whole Class Charts</u> Volume 1: 5, 10, 15, 20, 25, 35, 40, 45, 65, 75 Volume 2: 115</p> <p><u>Comprehensive Teacher's Guide</u> 29, 61, 95, 127, 140, 146, 148, 156, 158, 161, 162, 164, 193, 238, 244, 246, 254, 256, 258, 259, 260, 293, 325, 338, 344, 346, 353, 354, 356, 358, 359, 391, 404, 405, 410, 412, 414, 416, 420, 422, 424, 425, 426, 457, 486, 488, 490, 491, 494, 502, 508, 510, 512, 514, 520, 522, 523, 526</p> <p><u>Small Group Reading Teacher's Guide</u> 9, 10, 39, 40, 42, 46, 51, 76, 91, 96, 106, 141, 143, 146, 151, 156, 162, 171, 176, 181, 196, 211, 231, 236, 241, 246, 251, 256, 261, 276</p>
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable	<p><u>Comprehensive Teacher's Guide</u> 436, 442, 444, 448, 518</p>
	Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	<p><u>Whole Class Charts</u> Volume 1: 5, 10, 15, 20, 25, 30, 35, 40, 60, 65, 70 Volume 2: 85, 90, 95, 100, 115, 120, 125, 135, 140, 145, 150</p> <p><u>Comprehensive Teacher's Guide</u> 8, 24, 26, 30, 46, 58, 80, 92, 112, 124, 178, 190, 212, 224, 278, 290, 310, 322, 376, 388, 410, 422, 442, 452, 476, 488</p> <p><u>Small Group Reading Teacher's Guide</u> 24, 25, 34, 35, 56, 57, 61, 62, 66, 67, 71, 72, 81, 82, 86, 87, 101, 102, 111, 112, 116, 117, 216, 217</p>

Standard	Descriptor	Citations
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p><u>Whole Class Charts</u> Volume 1: 45, 50, 75, 80 Volume 2: 110, 130, 160</p> <p><u>Comprehensive Teacher's Guide</u> 140, 146, 148, 238, 244, 338, 344, 346, 348, 354, 410, 412, 414, 420, 502, 508, 510, 512</p> <p><u>Small Group Reading Teacher's Guide</u> 41, 42, 47, 52, 77, 92, 97, 107, 162</p>
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p><u>Comprehensive Teacher's Guide</u> 16, 28, 48, 60, 82, 94, 114, 126, 148, 160, 180, 192, 214, 226, 246, 258, 280, 292, 312, 324, 346, 358, 378, 390, 412, 424, 444, 456, 478, 490, 510, 522</p> <p><u>Small Group Reading Teacher's Guide</u> 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278</p>
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p><u>Essential Resource Guide</u> 3–4, 21–22</p>

Standard	Descriptor	Citations
	Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.	<p><u>Big Books</u> <i>Is This My Classroom:</i> 1–16 <i>School Rules:</i> 1–16 <i>The Monster Pet:</i> 1–24 <i>A Picture Dictionary of Mammals:</i> 1–16 <i>Building Buddy:</i> 1–16 <i>Families, One and All:</i> 1–16 <i>Lazy, Lonely Roley:</i> 1–16 <i>Sink of Float:</i> 1–16 <i>Kakadu Jack:</i> 1–16 <i>Helping Hands:</i> 1–16 <i>The Four Boxes:</i> 1–16 <i>My Favorite Star:</i> 1–16 <i>My House Is Your House:</i> 1–16 <i>Our Country, Our Flag:</i> 1–16 <i>Just the Right Size:</i> 1–16 <i>See What It Will Be:</i> 1–16</p> <p><u>Whole Class Charts</u> Volume 1: 5, 8, 15, 18, 20, 25, 28, 30, 35, 40, 48, 56, 58, 60, 65, 68, 70, 72, 78 Volume 2: 82, 85, 88, 90, 92, 95, 98, 100, 102, 105, 108, 112, 118, 120, 122, 125, 128, 132, 135, 138, 140, 142, 145, 148, 150, 152, 155, 158</p> <p><u>Comprehensive Teacher’s Guide</u> 16–17, 28, 48–49, 60, 82–83, 94, 114–115, 126, 148–149, 160, 180–181, 192, 214–215, 226, 246–247, 258, 280–281, 292, 312–313, 324, 346–347, 358, 378–379, 390, 412–413, 424, 444–445, 456, 478–479, 490, 510–511, 522</p> <p><u>Small Group Reading Teacher’s Guide</u> 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114,</p>

Standard	Descriptor	Citations
RF.K.4		119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179, 184, 189, 194, 199, 204, 209, 214, 219, 224, 229, 234, 239, 244, 249, 254, 259, 264, 269, 274, 279

Standard	Descriptor	Citations
Writing Standards		
	Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	<p><u>Comprehensive Teacher’s Guide</u> 17, 49, 83, 115, 149, 181, 215, 247, 281, 313, 339, 345, 347, 355, 357, 359, 379, 413, 445, 471, 479, 511</p> <p><u>Small Group Reading Teacher’s Guide</u> 5, 100, 130, 195</p> <p><u>Essential Resource Guide</u> 1–2, 9–10, 19–20</p>
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<p><u>Comprehensive Teacher’s Guide</u> 123, 173, 179, 181, 183, 185, 189, 191, 193, 195, 239, 245, 247, 249, 251, 255, 257, 259, 261, 371, 377, 379, 387, 389, 391, 437, 443, 445, 447, 449, 453, 455, 457, 459, 477, 479, 481, 483, 503, 509, 511, 513, 519, 521, 523</p> <p><u>Small Group Reading Teacher’s Guide</u> 30, 50, 55, 90, 105, 120, 195, 215, 220, 225, 250, 280</p>
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<p><u>Comprehensive Teacher’s Guide</u> 9, 15, 19, 21, 25, 27, 29, 31, 41, 47, 49, 51, 53, 57, 59, 61, 63, 75, 81, 83, 85, 87, 91, 93, 95, 97, 127, 131, 141, 147, 149, 151, 157, 161, 163, 173, 207, 213, 215, 217, 223, 225, 227, 273, 279, 283, 285, 289, 291, 293, 295, 305, 311, 313, 321, 323, 325, 347, 349, 351, 359, 361, 405, 411, 415, 417, 421, 423, 425, 427</p> <p><u>Small Group Reading Teacher’s Guide</u> 45, 60, 70, 75, 80, 85, 100, 110, 125, 140, 160, 190, 225, 240, 275</p>

Standard	Descriptor	Citations
	Production and Distribution of Writing	
W.K.4	(Begins in grade 3)	N/A
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<u>Comprehensive Teacher's Guide</u> 31, 33, 63, 65, 97, 99, 129, 163, 165, 195, 197, 229, 231, 255, 261, 295, 297, 327, 355, 361, 393, 395, 427, 429, 459, 461, 493, 495, 525, 527
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u>Comprehensive Teacher's Guide</u> 65, 99, 131, 165, 197, 231, 239, 263, 297, 329, 363, 395, 429, 437, 461, 525, 527 <u>Essential Resource Guide</u> 11–12, 17–18
	Research to Build and Present Knowledge	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<u>Comprehensive Teacher's Guide</u> 122, 173, 179, 181, 189, 191, 193, 239, 245, 247, 255, 257, 259, 437, 443, 445, 447, 452, 453, 455, 457, 486, 503, 509, 511, 519, 521, 523
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<u>Comprehensive Teacher's Guide</u> 41, 47, 49, 57, 59, 61, 114–115, 173, 183, 189, 239, 249, 255, 305, 311, 313, 321, 323, 325, 437, 447, 449, 452, 453, 486, 487, 503, 519 <u>Small Group Reading Teacher's Guide</u> 185
W.K.9	(Begins in grade 4)	N/A
	Range of Writing	
W.K.10	(Begins in grade 3)	N/A

Standard	Descriptor	Citations
Speaking and Listening Standards		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p><u>Comprehensive Teacher's Guide</u> 30, 74–75, 96, 228, 370, 392</p> <p><u>Small Group Reading Teacher's Guide</u> 80</p>
SL.K.1b	Continue a conversation through multiple exchanges.	<p><u>Comprehensive Teacher's Guide</u> 8–9, 30–31, 74–75, 314–315, 348–349</p> <p><u>Small Group Reading Teacher's Guide</u> 20, 30, 35, 65, 75</p>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p><u>Whole Class Charts</u> Volume 1: 6, 7, 16, 17, 36, 37, 66, 67, 76, 77 Volume 2: 96, 97, 146, 147, 156, 157</p> <p><u>Comprehensive Teacher's Guide</u> 140–141, 370–371, 376–377, 392–393, 470–471</p> <p><u>Small Group Reading Teacher's Guide</u> 45, 50, 132, 180, 258, 270</p>
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p><u>Comprehensive Teacher's Guide</u> 18–19, 32–33, 74–75, 116–117, 192–193, 296–297, 328–329, 376–377, 392–393, 428–429, 460–461</p> <p><u>Small Group Reading Teacher's Guide</u> 225, 258</p>

Standard	Descriptor	Citations
	Presentation of Knowledge and Ideas	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p><u>Comprehensive Teacher's Guide</u> 8–9, 40–41, 262–263, 304–305, 310–311, 326–327, 344–345, 362–363</p> <p><u>Small Group Reading Teacher's Guide</u> 3, 8, 130, 140, 190, 225, 255, 280</p>
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p><u>Comprehensive Teacher's Guide</u> 192–193, 226–227, 388, 456–457, 522–523</p> <p><u>Small Group Reading Teacher's Guide</u> 55, 190, 255, 280</p>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<p><u>Comprehensive Teacher's Guide</u> 126–127, 424–425, 482–483, 490–491, 514–515</p> <p><u>Small Group Reading Teacher's Guide</u> 55, 80, 125, 135, 220, 235, 260</p>

Standard	Descriptor	Citations
Language Standards		
	Conventions of Standard English	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.K.1a	Print many upper- and lowercase letters.	<u>Comprehensive Teacher's Guide</u> 16, 18, 28, 30, 48, 50, 60, 62, 82, 84, 94, 96, 114, 116, 126, 128, 148, 150, 180, 182, 192, 194, 214, 216, 226, 228, 246, 248, 280, 282, 292, 294, 312, 314, 324, 326, 346, 348, 358, 360, 378, 380, 390, 392, 412, 414, 424, 426, 444, 446, 456, 458, 478, 480, 490, 492, 510, 512, 522, 524, A38–A39
L.K.1b	Use frequently occurring nouns and verbs.	<u>Comprehensive Teacher's Guide</u> 50, 51, 58, 59, 60, 62, 84, 85, 92, 93, 94, 96, 116, 117, 124, 125, 126, 128, 150, 151, 158, 159, 160, 162, 248, 249, 256, 257, 258 <u>Small Group Reading Teacher's Guide</u> 140, 197, 227, 267, 277
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<u>Comprehensive Teacher's Guide</u> 116
L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<u>Comprehensive Teacher's Guide</u> 376, 377, 446, 447, 456, 458, 480, 481, 488, 489, 490, 502, 508, 512, 513, 522, 523
L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<u>Comprehensive Teacher's Guide</u> 106, 112, 113, 116, 126, 127, 522, 524 <u>Small Group Reading Teacher's Guide</u> 162, 165, 222, 237

Standard	Descriptor	Citations
L.K.1f	Produce and expand complete sentences in shared language activities.	<p><u>Comprehensive Teacher's Guide</u> 16, 338, 339, 344, 345, 348, 349, 356, 357, 358, 380, 381, 390, 424, 446, 447, 489</p> <p><u>Small Group Reading Teacher's Guide</u> 250</p>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a	Capitalize the first word in a sentence and the pronoun I.	<p><u>Comprehensive Teacher's Guide</u> 28, 30, 62, 96, 116, 128, 162, 182, 194, 228, 248, 250, 254, 260, 282, 283, 284, 285, 294, 295, 326, 347, 358, 360, 388, 389, 390, 392, 414, 424, 426, 446, 454, 455, 456, 458, 480, 490, 492, 502, 503, 512, 514, 515, 520, 521, 524, 525</p> <p><u>Small Group Reading Teacher's Guide</u> 83, 149</p>
L.K.2b	Recognize and name end punctuation.	<p><u>Comprehensive Teacher's Guide</u> 290, 291, 292, 294, 295, 378, 379, 382, 386, 388, 389, 390, 392, 393, 424, 446, 454, 455, 456, 458, 490, 502, 503, 508, 509, 512, 520, 521, 524, 525</p> <p><u>Small Group Reading Teacher's Guide</u> 99, 149, 154, 159, 164, 204, 229, 249</p>
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<p><u>Comprehensive Teacher's Guide</u> 16, 17, 18, 19, 26, 27, 52, 64, 86, 98, 118, 130, 152, 164, 184, 196, 218, 230, 250, 262, 284, 296, 316, 328, 350, 362, 382, 394, 416, 428, 436, 437, 448, 460, 482, 494, 514, 526</p>

Standard	Descriptor	Citations
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<u>Comprehensive Teacher's Guide</u> 16, 17, 18, 19, 20, 32, 52, 64, 86, 98, 118, 130, 152, 164, 184, 196, 218, 230, 250, 262, 284, 296, 316, 328, 348, 362, 382, 394, 416, 428, 436, 437, 442, 443, 448, 454, 455, 460, 482, 494, 514, 526
	Knowledge of Language	
L.K.3	(Begins in grade 2)	N/A
	Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<u>Comprehensive Teacher's Guide</u> 140, 248, 370, 416 <u>Essential Resource Guide</u> 7–8, 15–16
L.K.4.b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<u>Comprehensive Teacher's Guide</u> 152, 206, 213, 216
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<u>Whole Class Charts</u> Volume 1: 22 <u>Comprehensive Teacher's Guide</u> 20, 60, 94, 192, 224, 226, 258, 494 <u>Small Group Reading Teacher's Guide</u> 15, 30, 35, 163, 188

Standard	Descriptor	Citations
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<u>Comprehensive Teacher's Guide</u> 60, 214, 216, 226
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<u>Whole Class Charts</u> Volume 1: 22 <u>Comprehensive Teacher's Guide</u> 8, 14, 94, 124, 125, 150 <u>Small Group Reading Teacher's Guide</u> 124, 125
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<u>Comprehensive Teacher's Guide</u> 94, 106, 304, 320, 321, 442 <u>Essential Resource Guide</u> 5–6, 13–14
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<u>Whole Class Charts</u> Volume 1: 4, 9, 14, 19, 22, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79 Volume 2: 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159 <u>Comprehensive Teacher's Guide</u> 18, 32, 320, 321, 376, 377, 442, 446, 482, 514 <u>Small Group Reading Teacher's Guide</u> 42, 47, 52, 55, 57, 62, 67, 72, 77, 82, 87, 92, 97, 100, 102, 107, 112, 117, 122, 127, 132, 135, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197